NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION
THE
bulletin

Vol. 50/No. 1 September/October 2006

inspirational understanding creative helpful
educated qualified creative resourceful
motivated impressive effective respected

teachers make a difference

WORLD TEACHERS DAY
october 5 2006

Up Front from the President

At 107,200 kilometers per hour our planet has completed one lap around the sun since my first *Up Front* article. Of course, when the Earth began its 940 million kilometer journey last year, we could never have known that Pluto would have been expelled from the planetary league before the cycle ended or that our pension plan would be over 90 percent funded. Nevertheless, both these things did transpire and, hopefully, before the next orbit is complete we will have other advancements to report.

However, once the school doors open and students rush in it doesn't take us too long to get grounded again. Welcome back to a new school year. A special welcome to new teachers.

While attending a conference on Inclusion in Ottawa last year I watched one of the most accomplished orators in Canada squirm, for over an hour, under the persistent barrage of questions from irate parents.

What had been, from Stephen Lewis' point of view, an innocent comment concerning periodically removing some students with special needs from the classroom, quickly deteriorated into a grilling not unlike that experienced by Paul Martin over the sponsorship scandal. The unsuccessful attempt by Mr. Lewis to placate the offended parents made it clear that the expectations and, consequently, the demands placed on classroom teachers as a result of inclusion, were both universal and permanent.

Teachers know the expectations placed on us have dramatically changed and we know that we are working much longer and harder to meet the needs of the children in our care. We also know that the resources necessary for us to do our jobs have not kept pace. If inclusion is to work adequately, resources and supports have to be put in place.

A recent New Brunswick Teachers' Association report included some recommendations for their government that could easily be recommendations to all governments in this country. Their first recommendation was that "government must recognize that the system is in crisis...". The recent formation of the commissions to review both the ISSP/Pathways Model and the Teacher Allocation Model indicate that maybe our government is recognizing that the system really is in crisis.

Second, NBTA recommended that "Government must provide adequate resources to meet the needs of the children..." As a result of inclusion, our classes are comprised of students with such divergent needs that it is not possible to meet those needs with the resources presently in place. Neither our students nor our teachers are being properly served.

Recognizing the importance on workload of the recommendations that result from these reviews, your Provincial Executive have decided to put in place two similar ad hoc committees. The purpose of these committees is threefold. First, to solicit input from members regarding ISSP/Pathways and teacher allocations. Second, to prepare for recommendation to Executive the NLTA submission to the commissions, and third, to promote and support input to the commission by NLTA members, branches and special interest councils.

When Minister Burke announced these commissions she wrote that "We will work with our educational partners to identify challenges and obstacles facing classroom teachers and find ways to overcome them." Nobody knows the obstacles facing classroom teachers, or how to overcome them, as much as classroom teachers. Therefore, when the opportunity arises let it be known.

Have a productive, rewarding and successful school year and thanks so much for everything you do.

Kevin

THE bulletin

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Volunteer Overseas with CTF!

Would you like to assist teachers in a developing country? Are you interested in learning more about global education issues? Can you see yourself volunteering in Africa, Asia, or the Caribbean?

If yes, Project Overseas (PO) might be for you!

Each year about 50 Canadian teachers are chosen to volunteer on CTF's Project Overseas. On PO, Canadian teachers give their time and talent to offer professional development in-service programs in partnership with teacher organizations in developing countries. Based on requests from CTF's partners overseas, teams of Canadian teachers are formed in January and in-service projects take place in July and August.

CTF needs English and French-speaking Canadian teachers at the primary, elementary, and secondary levels who are interested in volunteering to offer in-services in a wide range of subjects in countries throughout Africa, Asia, and the Caribbean.

Application criteria include:

- membership in a provincial or territorial teacher organization which sponsors PO and is a member of CTF;
- an appropriate teacher's certificate;
- at least five years teaching experience in Canada;
- Canadian citizenship;
- excellent health.

PO is a volunteer experience. Administrative, travel and living expenses are borne by CTF, provincial and territorial teachers' organizations (which are CTF members), CIDA, and the Wild Rose Foundation. No salaries or honoraria are paid to participants in PO and the sponsors do not cover costs associated with substitute teachers or release time.

TO APPLY:

Further information and application forms are available from:
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Tel: 726-3223 or 1-800-563-3599 (toll free in province)
Fax: 726-4302 or 1-877-711-6582 (toll free in province)

Deadline date for applications: **November 7, 2006**

CTF'S INTERNATIONAL PROGRAMS – TOGETHER WE MAKE A DIFFERENCE!

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

MUSGRAVETOWN

Anthony Paddon Elementary hosts 3rd Annual Soiree

Mummers visit Anthony Paddon Elementary

May 18, 2006 was a day of excitement at Anthony Paddon Elementary School in Musgravetown. The School Council, in partnership with the Parent Support Group, hosted their 3rd Annual Soiree – "Our Home, Our Culture, Let's Celebrate!". School Principal, Mr. Darryl Feener said, "The day was awesome! This was my first year with the Paddon Soiree and I must say, school spirit is alive and well at Anthony Paddon Elementary."

Guests and presenters were greeted at the front entrance by an ancient Viking and Beothuk Indian (aka Victoria Brown and Corey Guy). A welcome was also extended to the Grade 6 class and their teacher, Mrs. Jill Monk from Tricentia Academy, as well as, the Challenging Needs Class from Clarenville High School. In keeping with the traditional Newfoundland and Labrador theme, the school showcased artwork by the students and local artifacts were displayed.

Pictured l-r: Victoria Brown, Gavon Russell, and Corey Guy

The morning began with a Town Crier (Gavon Russell) who proclaimed the official start of the Soiree. Special guest speaker for the event, Mr. Tom Paddon, shared with the students and guests some background on his father, Dr. Anthony Paddon, after whom the school is named. Mr. Paddon also presented three workshops on Voisey's Bay to the Grade 5 and 6 classes.

The day was filled with a variety of workshops and presenters came from many different backgrounds. The children had the opportunity to visit three different presentations throughout the day and learn all about our home province. Stephen Brown and Braden Chaffey, two students at Anthony Paddon said, "The soiree was very exciting and had a lot of interesting presenters."

The students in the Kindergarten class attended a special presentation on bicycle safety in which they all received new bicycle helmets.

The students were also surprised to have a visit from Gina Kingsbury, Olympic Gold Medalist in Women's Hockey and Rebecca Russell, an alumni of Anthony Paddon, who is currently playing women's hockey in Calgary.

An added feature to this year's Soiree was the launch of a literacy grant (Starbucks and ABC CANADA) for the "Gift of Words, Celebrating Newfoundland and Labrador Literature." Author Bruce Stagg delighted the children with a reading of his book, *Lucy Grey*. This was followed by a slide show of students as they completed activities relating to the Newfoundland and Labrador Literature Theme. (See related story which follows entitled *School celebrates Newfoundland and Labrador literature.*)

What would a Soiree be without a good old "Newfie Feed" and some down home entertainment? A traditional Newfoundland lunch of toutons, bologna and Purity cookies was served to all who participated. A special thank you is extended to the Parent Support Group for a job well done!

The day ended with Denis Sullivan, Bert Roberts, Chelsey Ash, and Edward Penney entertaining all with their musical talents. A special highlight for the day was the reading of the *Mummer's Story*, which was followed by a visit from the Mummers who took the time to dance with some of the students.

School celebrates Newfoundland and Labrador literature

At their Annual Soiree, "Our Home, Our Culture, Let's Celebrate" on May 18, 2006, Anthony Paddon Elementary launched their new collection of books featuring works by Newfoundland and Labrador authors and illustrators and/or books focusing on Newfoundland content.

Funding for this Gift of Words grant ($1,500) was provided by Starbucks Coffee Canada and facilitated by the ABC CANADA Literacy Foundation. These sponsors are committed to promoting literacy and fostering the love of reading in Canadian children and to date, their funding model has placed over 30,000 new books in the hands of almost three-quarters of a million children. This spring the students at Anthony Paddon Elementary joined this lucky group.

Karen Young, Teacher/Librarian at Anthony Paddon Elementary says these new books, including picture books, novels and informational texts which enhance and complement their existing collection of local resources, created quite a buzz of activity throughout the school as each class read and completed projects on some aspect of Newfoundland and Labrador culture using these books as a springboard for ideas.

Student projects were also displayed at the book launch and included posters, poems, collages, interviews, book reports, author studies, letters, newspaper articles, informational texts, journal writing, song booklets and 3-D models.

"The students, staff, parents and visitors of Anthony Paddon were impressed with the excellent quality of Newfoundland and Labrador literature that is available and are appreciative to Starbucks and ABC CANADA for making this addition to their school library possible," says Ms. Young.

Anthony Paddon Elementary proudly display their new collection of books.

BENOIT'S COVE

Students raise money for Beagle Paws

As part of an extra-curricular literature group organized by teachers Denise Hiscock, Melanie Small and Elaine Kearney, students at St. Peter's Academy in Benoit's Cove recently finished reading the novel *Shiloh*. It describes the touching story of a young boy who risks everything to rescue a mistreated beagle. After reading the story, the students agreed that they wanted to undertake a project that would help mistreated beagles here in our own province. They decided to organize a school-wide bake sale and donate the profits to the beagle rescue organization Beagle Paws, which is based out of St. John's. An enormous amount of support was shown throughout the school in the form of cookie donations and in the purchasing of cookies. "We even had a dog-shaped cake on which tickets were sold!" says Mrs. Small. "The bake sale was a tremendous success and raised a little over $250 in support of Beagle Paws. The students are very excited to have undertaken this heartfelt project and we know Beagle Paws is just as excited to have received this support!"

Students at St. Peter's Academy display a dog-shaped cake as part of their fundraising efforts for Beagle Paws.

ST. JOHN'S

Literacy program a great success

An African proverb states, "It takes a whole village to educate a child." This is particularly true in literacy learning, and as literacy is important in all aspects of community life, availing of opportunities for community members to become involved in producing literate citizens has been ongoing at Bishop Abraham Elementary in St. John's. Through the School Development Committee, Assistant Principal, Lorna Walters and Chair, Laura Butland received funding for the sixth consecutive year from the Department of Education's Division of Early Childhood Learning, to offer Springboard to Literacy VI to four-year-olds and their parents.

Students participate in mid-Winter Teddy Bear's Picnic with performer, Terry Rielly: Facilitator, Ms. T. Rose.

(*continued on page 6*)

The program, which commenced in February and concluded in June, fosters Literacy and Numeracy Development. Literacy rich activities include story time, art, drama, play, music, field trips to the Arts & Culture Centre and A.C. Hunter Library, and for parents, the Early Learning Canada program, as well as a variety of other activities. Funding has been approved for Springboard to Literacy VII for February to June 2007.

Teaching Mathematics in a French Immersion context

This past August, 19 Early French Immersion teachers from three school boards in Newfoundland and Labrador convened in St. John's to attend a week-long workshop on the teaching of Mathematics. The session was facilitated by Sylvie Arsenault, a Mathematics Mentor from Saint John, New Brunswick. This was a return visit for Mme Arsenault, who also gave a four-day session in St. John's in August 2005 to a group of primary and elementary French Immersion teachers.

The session this year was held over a five-day period, covering topics such as the proper use of the curriculum guide, literature in the Mathematics classroom, and even delved into specifics on how to facilitate the instruction of 'la numération' and 'la mesure'. The sessions were hands-on, with participants given the opportunity to try out many wonderful activities and come up with ideas of their own.

(L-R) Beverly-Ann Basque (grade 3 EFI teacher at A. P. Low Primary School in Labrador City) and Ann Connolly (grade 4 EFI teacher at Mary Queen of Peace School in St. John's) discuss place value with session leader Sylvie Arsenault.

Erin Dawe, a Grade 6 teacher at École Mary Queen of Peace School in St. John's and participant at the workshop, says the teachers who attended, representing schools from Labrador City to Torbay, left the session with a true desire to return to the classroom to try out many of the new strategies, techniques and activities that Mme Arsenault brought with her to the session. "Mme Arsenault is a wonderful, charismatic mentor, but let's not forget that professional development sessions such as this 'Institut de Mathématiques' can only occur with the interest and love of teaching that were present at District School in August."

NEWFOUNDLAND & LABRADOR

NLTA Senior Mathematics League enters 20th year

The NLTA Senior Mathematics League (a partnership of the NLTA, Memorial University, and the Department of Education) is entering its 20th year of operation in 2006-07.

The web-based version of the League, which became available in the spring of 2001, allows any team/student(s) who cannot get to a site-based game the opportunity to participate. Web-games are available to any school grouping in Canada.

The Centre for Distance Learning and Innovation (CDLI) also participates in the league with students participating in a live synchronous (real-time) game via a secure web server. Games take place simultaneously, four times a year, on Saturday mornings with schools competing against each other in most regions of Newfoundland and Labrador. Game dates are tentatively set each September with Game #1 in mid-late October, Game #2 in mid-late November, Game #3 in mid-late February, and Game #4 in mid-late March. Game dates in your district may vary slightly so please consult your district Mathematics Program Specialist or Math League Contact.

A Provincial Championship Game takes place towards the end of a school year (usually in late April or early May), with the top school(s) from each district competing at a common site.

Games are currently developed by problem setters Peter Booth and Bruce Shawyer of Memorial University, and are distributed across the province by provincial coordinator Paul Gosse to district Program Specialists who act as local coordinators.

The Department of Mathematics and Statistics, our Memorial University partner, supports a Junior High Math Challenge and other outreach programs. Schools, or individual students, interested in playing a Math League game on the web, or for more information about the NLTA Senior Mathematics League (and outreach programs of the Dept. of M&S), please visit www.math.mun.ca/ and click "Outreach".

Tobacco-Free School Grounds

As we are all aware from recent legislation, society's views regarding the use of tobacco have changed drastically. Smoking in public places, including bars and bingo halls, is strictly prohibited and there are numerous initiatives to help smokers quit and to discourage others from ever beginning to smoke.

In keeping with this, the Alliance for the Control of Tobacco (ACT) has called for a ban on smoking on school grounds. Following a meeting with the Executive Director of ACT and after discussion with the School Administrators' Council, your NLTA Provincial Executive Council endorsed the position of ACT and called upon the Minister of Education for a ban on smoking on all school grounds.

On May 16, 2006, the Department of Education, in conjunction with the Department of Health, met with approximately 20 stakeholders including school boards, health officers, the Federation of School Councils, the Lung Association, the Canadian Cancer Society and the NLTA to discuss implementation of such a policy and to develop resources for its implementation.

All parties support such an initiative and we understand that all school boards have implemented a tobacco-free school grounds policy for the 2006-07 school year and similar legislation is possible in the fall sitting of the House of Assembly.

The purpose of these actions is not to be disciplinary in nature to students who suffer from this addiction, but to provide supports which will help them break this highly unhealthy practice and to send a very clear message to young non-smokers that schools in no way encourage, promote or tolerate tobacco products on school grounds.

We all recognize there may be some initial problems in dealing with students who are chronic smokers. However, with a multi-agency approach including such partners as ACT, the Smokers' Hotline, Public Health, School Health Promotions and Cessation Initiatives and Tobacco Control, it is believed that adequate resources will be provided to our schools to address this serious health threat to our youth.

All teachers are being asked to be active participants in this endeavour by promoting healthy living choices, by being positive role models and by being supportive of smoke-free school grounds. It is not the intent of this effort to drive our student smokers off school grounds. The intent is to make our school grounds tobacco free and to provide resources to students to ensure that this tobacco-free environment exists.

CANADA

Nominations sought for Cable's Leaders in Learning Awards

Cable in the Classroom (CIC), the cable industry's education foundation, opened nominations for the third annual Cable's Leaders in Learning Awards, which recognizes classroom and community program teachers, administrators, community leaders, and policymakers, as well as others who have had a major impact on educating youth both in and out of the classroom. The awards categories reflect the growth in the use of education technology and digital content for leaning.

Further information and the application are available online at www.leadersinlearningawards.org. The application period ends on December 15, 2006.

Sonja Suzanne (Smith) Curnew

SONJA SUZANNE (SMITH) CURNEW, 1952 – 2006

In March of 2006, Sonja's family and friends were greatly saddened to hear of her sudden and unexpected death.

Sonja was born in St. John's, where she attended Bishop Spencer and Bishop's College. She graduated from Memorial University of Newfoundland in 1973. She spent her first teaching years in Salt Pond, Burin. Most of Sonja's teaching career was spent in the Conception Bay South area where she taught for many years at Topsail Elementary School before joining the staff of Queen Elizabeth High School in Foxtrap. Sonja's students were inspired by her many talents and her gentle nature. She retired in June of 2003.

Sonja's passions included fine arts, gardening and traveling. She was a talented artist and a valued member of the Cabot Quilters' Guild, the St. John's Guild of Embroiderers, as well as the Craft Council of Newfoundland and Labrador. Her hooked rugs, pieces of pottery, knitting, embroidery and quilted pieces have found welcoming homes throughout the world.

Sonja had quite an eye for colour and design which carried into her gardening. She created beautiful gardens wherever she lived and helped other people create theirs.

Sonja's love of adventure and travel saw her as a chaperone during various student excursions to Quebec and Europe. In her early years she enjoyed many family camping days. A tradition of special outings and travel developed later with her own family. However, it was the years spent with family and friends in Eastport that Sonja especially treasured.

Sonja had a great curiosity about most things in life and shared her enthusiasm and love of laughter with countless friends and colleagues. She happily gave of her time and talents to many others. Sonja's life was a tapestry, vibrant with colour, inspiration and friendship. Her sparkle and love of life is sorely missed.

Sonja is survived by her husband David, and sons Jonathan and Stephen.

Leonard Hynes

LEONARD "LEN" HYNES, 1950 – 2006

It is with fond and loving memories that Len will always hold a special place in our hearts. The son of local entrepreneurial parents, Joseph Hynes and Jane (nee Ryan), Len grew up on the island of St. Brendan's. It was from his family that Len inherited and developed unique characteristics that would mold his personality for the rest of his life.

His education began on St. Brendan's in 1956 until he successfully graduated from St. Gabriel's in 1967. With strong aspirations of furthering his education, Len attended Memorial University in the fall of 1967 and graduated in 1972 with a B.A. in Education. He commenced his teaching career at Laval High in Placentia for one year. From 1973-1980 Len was principal at St. Anne's in St. Vincent's. During his seven years at St. Vincent's, Len's primary administrative focus included development and implementation of comprehensive educational programs and services for students and parents in the St. Mary's area. In 1981 Len decided to redirect his energy toward a Masters in Psychology. Upon graduation, he discovered his true passion – "Guidance" – and from 1983-85, served as Guidance Teacher at Holy Spirit in Manuels. Fortunately, the following year Len was hired as a Guidance Teacher at Holy Trinity High in Torbay and this became his permanent home until retirement in 2002.

During his 16-year stay at Holy Trinity the students and staff were truly blessed. Len helped all students regardless of need. He helped coordinate peer counselling, peer tutoring, and provided career advice to senior students. Len spent endless hours organizing the scholarship fund investors and assisted eligible student candidates to apply. Len Hynes was truly the "pillar" of Holy Trinity High.

During Len's 16-year career in Torbay, his veteran guidance skills earned him the Hilroy Fellowship in 1990 for the development of innovative guidance programs for culturally and academically disadvantaged youth. From 1985-2001 Len also served on a variety of provincial university and school board committees that involved guidance policy development, special education and tragic events response programs.

On July 29, 2006, Len left us suddenly and changed our lives immensely. He will be forever missed as a friend, colleague and member of our community. I would like to extend sincere condolences to his best friend and wife, Ann (St. Croix), his children, Rodney, Rhoda, Mark and Krista, and his family and friends. I honestly hope they will be consoled by the fact that Len lived for others and tried to make their lives better by his compassion, determination and love.
(Submitted by Jeff A. Sullivan, friend and colleague at Holy Trinity, on behalf of the family.)

DAVID JAMES JEANS, 1946 – 2006

David James Jeans passed away at the Central Regional Health Centre on July 11, 2006 after a yearlong battle with cancer. He was born in Bishop's Falls and moved to St. Anthony at nine years of age. He attended Memorial University where he obtained a Bachelor of Arts, Bachelor of Education and Masters of Education (Guidance and Counselling).

David taught at Carmanville, St. Lunaire-Griquet, Victoria, Stephenville and Grand Falls-Windsor, and retired in 1998. In January he traveled to Ukraine where he taught English at Lviv Theological Seminary. In 1999 he moved to Brampton where he was employed as guidance counselor for three years at Brampton Christian School. He then moved back to Grand Falls-Windsor where he taught at Corona College until his illness in July 2005.

David attended Windsor Pentecostal Church where he served as Church Board Secretary for many years. He was also a member of Gideons International, and served as their Chaplain.

David will be sadly missed by his wife Ervie; daughter Melanie (David) Hicks; son David (Alissa); granddaughter Katherine Joy and grandson Cameron; father Claude (Geneva) Jeans; sisters Cavell (David) Killam, Jody Jeans; brother Paul (Mary) Jeans.

David's funeral took place at Windsor Pentecostal Church on July 15, 2006. He was laid to rest at Grand Falls-Windsor.

David James Jeans

JAMES GILBERT MOORE, 1939 – 2006

The family and friends of James Gilbert Moore regret to report his passing on May 20, 2006 after a difficult and lengthy illness. During this time he received understanding and loving care from his immediate family, in particular, his devoted wife Betty who acted both as a wife and nurse in the last, and most difficult, year of his life.

Gilbert began his professional career in his Alma Mater, a three-room school located in Salmon Cove, adjacent to the now incorporated town of South River, Conception Bay, as a replacement for the regular teacher who had been granted sick leave for the last half of the year. Even though being young and inexperienced at the time, he is remembered for the excellent job that he did stepping into a potentially difficult situation. One former student remarked that, "He already exhibited the air and confidence of an experienced teacher". The good fortune of being able to work successfully in the school where he spent several happy years as a student no doubt provided the necessary inspiration to try teaching as a possible career. From there, he took up his first regular position in the Anglican school at nearby Shearstown, serving under principal Victor Sparkes who would later become his father-in-law. He then moved to Kelligrews, taking up positions first at All Saint's Elementary, Foxtrap and later at Fred Kirby Junior High where he finished his career.

Gilbert showed a keen interest in social studies while still a young student, which led to his specializing in this area at Memorial University and, consequently, to making this area the core of his teaching career. In particular, he is remembered by colleagues as a "no-nonsense disciplinarian" who took pride in being in control of his classroom. He would be remembered by a vast number of students and colleagues as the Supervisor of Public Examinations for the Foxtrap area, a position in which he took great pains to do a good job. Colleagues who worked with him praise his organizational skills and attention to detail, which further combined to make the whole process run smoothly.

Gilbert possessed many admirable qualities. To Betty he was a loving husband, to (son) Geoffrey a devoted father, and to his close friends a loyal comrade, all of whom would agree that once you made a friend of Gilbert, you had a true friend for life. The much used cliché, "He never said anything bad about anybody", was universally true in Gilbert's case. While he always enjoyed a chat, which frequently contained a good story, he was always positive while concentrating on the lighter side of life and on an individual's good points. Even if a member of the group were to bring up something negative, especially about another person, he clearly felt uncomfortable and quickly found an opportunity to turn the conversation back to a positive tone.

James Gilbert Moore

It is certain that Gilbert would like to be remembered basically as a person bent on the pursuit of happiness, a quality which he enjoyed sharing with others. He was serious when he had to be, as evidenced in those work experiences mentioned above, but happiness was the main quality which he cultivated through his all-too-short life. To this end, he took great pleasure in the simpler things of life, in particular, a drive "around the bay" or a game of cards with close friends, indeed, which was a "fun time" for all concerned. Even during his darkest days spend in the IC Unit at the Health Sciences Complex, he never lost that captivating "glint" in his eye and was still able to muster a hearty laugh when listening to a humorous anecdote – often based on something from earlier, happier days. Happiness is not something easily or quickly attained but is rather a life-long endeavour to which Gilbert's time on earth is a testament. This observation is nicely summed up in the following words of the Greek philosopher, Aristotle, in *The Nicomachean Ethics*: "One swallow does not make a summer; neither does one day. Similarly, neither can one day, or a brief space of time, make a man blessed and happy".

(Submitted by Roland Eddy, a former school chum and life-long friend.)

PAUL BOYLE, 1963 – 2006

Paul Boyle

It is with saddened hearts and deep sorrow that the family, friends and staff of Glovertown Academy remember the passing of Paul Boyle on March 24, 2006.

Paul was born in Gander at Banting Memorial Hospital to the proud parents of Ada and Roy Boyle. His family then moved to Goose Bay, where his sister Rhonda was born, and remained until 1970. At that time they returned to Gander, settling until 1985.

After graduating from St. Paul's High School (1980), he initially enrolled in St. Francis Xavier University pursuing a career in engineering but eventually found himself at Mount St. Vincent (BA) and St. Mary's University (B.Ed.) pursuing a more passionate career in education.

Paul's teaching career took him to a large number of schools and communities throughout the central district, which included Lumsden, Greenspond, Glenwood, Gander Bay, Gambo, and for the past eight years, Glovertown Academy. He enjoyed his career to its fullest as he was heavily involved with art, drama, and sports. He was passionate about teaching and his love for his students could be seen and at times heard in every class he taught. Many students have talked about his friendly smile and easygoing manner, but most will always remember his dramatic presentations in class, which would bring a selection's voices and characters to life in order to get his point across, (even in math class!). He had a way of reaching out to students like no other and his colleagues on staff knew they worked with someone special.

Charlie Lewis

While Paul had a strong love for teaching, his first love was his family. He married Debbie Lawrence on May 20, 1988 and they were delighted to present to the world, two beautiful daughters, Chelsea (1989) and Carly (1996). He took great pride in his family and his eyes would light up when speaking about his two daughters. He was a quiet family man and gave to his community as much as he gave to his school, most of which was spent helping out and organizing events for his daughters' swim team. Outside of his volunteer time, he loved to spend time woodworking, cooking and gardening with his wife.

Mr. Boyle, you will never be forgotten as your memory will forever be carried in the hearts and minds of your students, friends and family. Your energy and laughter will echo through the halls of Glovertown Academy forever.

(Submitted by "The Carpool" on behalf of his family and the staff of Glovertown Academy.)

CHARLIE LEWIS

It is with deep regret and sadness that family, former colleagues and friends announce the passing of Charlie Lewis on June 4, 2005 following a lengthy illness.

Charlie was born in Hull, England and moved to Newfoundland in 1945. He was educated at Notre Dame Academy and graduated in 1957 from St. Michael's High School, Grand Falls.

Charlie studied at Memorial University and obtained a conjoint Arts and Education Degree in 1972. He began his teaching career at St. Teresa's, Mundy Pond, spent many years teaching at St. Michael's High School and moved to Badger in 1980 to become Principal of the new school, Avoca Collegiate. He retired from Avoca in 1990.

As a teacher/administrator, Charlie had the unique ability to encourage and relate to students from all backgrounds. He had expectations, understanding of and respect for their academic performances. His background as a hockey player and coach enabled him to take a leadership role in sports-related activities. He took every opportunity to rally the teachers and students in celebrating their successes, be it academic or sports.

As an administrator at Avoca, Charlie and his Vice Principal/wife, Sheila, were determined that the students would enjoy the same benefits as any school in our province and they devoted their time to accomplishing that vision.

Charlie was an expert carpenter who loved creating beautiful things like his beloved cabin, furniture for his sons and tole painting signs for Sheila.

While teaching and after retirement, Charlie, Sheila, the boys and their dogs spent quality leisure time at their cabin at Badger Lake. A visit to their cabin would ensure a hearty welcome and many chats and laughs. Charlie was a great storyteller and loved company. He would often be seen on the beach coming in from a swim in the lake even on the coldest days.

Charlie was a positive person with a great sense of humor. He was a dedicated family man who dearly loved his wife, Sheila, his son, Mark, daughter-in-law, Goldie, his grandson, Liam, and his son Chuck and fiancée Lou-Ann. As an educator, he will be remembered by teachers and students as a person committed to encouraging people to be the best they could be.

Charlie was loved by his family and many friends and all will miss him dearly..

But the Great Master said, I see no best in kind, but in degree; I gave a various gift to each, to charm, to strengthen and to teach.

– Henry Wadsworth Longfellow "The Singers"

(Submitted by friends.)

WILLIAM G. BARRETT, 1919 – 2006

William G. Barrett passed away at Carbonear General Hospital on June 19, 2006. He was born in Old Perlican and received his early education there, later graduating from Memorial University of Newfoundland. He began his teaching career at Petites and also taught at Humbermouth, Howley and Grates Cove before coming to Salmon Cove, CBN in 1949 as teaching principal of the United Church School, later renamed Riverside School. Besides his administrative duties, he taught all courses in grades 8-11 and later grades 9-11.

The initiatives taken at Riverside under his leadership and the success of those writing public exams spoke well of the excellence and dedication of a great educator.

William Barrett was respected and held in high esteem by both young and old. From the time he came to Salmon Cove until his passing, he was always known as Mr. Barrett. He, with his wife Nellie, settled in Salmon Cove where they raised their son Kevin, and as a family contributed greatly to community and church life.

The High School section of Riverside closed in 1965 and Mr. Barrett transferred with his students to become teaching principal of the new Persalvic High School. The student population now came from Perry's Cove, Salmon Cove and Victoria. He relinquished the principalship after one year to become vice-principal and English Department Head. While Mr. Barrett was a great teacher, regardless of the subject area, Literature was his passion. Students thirty and forty years later still marvel at his Literature classes.

Mr. Barrett was not only an exceptional teacher; he was also an exceptional principal. A now retired teacher, who as a very young teacher taught with him said, "He was some principal. He could explain what needed to be done in such a way that at the end, he had you believing it was your idea in the beginning."

Discipline was never a problem either. He never had to raise his voice – just raise his eyebrows. Mr. Barrett retired in June 1978 with 36 years of teaching service. He was a man of quiet but strong faith. It was this strong faith, coupled with the outpouring of love and caring by so many people, that sustained him and Nellie when their only son, Kevin, died in a car accident in December 1978.

In 1988, 23 years after Mr. Barrett had moved from Riverside and 10 years after he had retired, many former students of Riverside who were now parents with established careers, felt a deep sense of gratitude for the influence he had on their lives. As a result, three former students organized what has been fondly remembered as the Wm. G. Barrett Recognition Banquet. It was such a wonderful tribute, and profits from the well-attended event were used to establish an honorary scholarship, to be awarded yearly to a level 3 student in a Literature Course at Persalvic. (With the closing of Persalvic, the scholarship is now awarded at Carbonear Collegiate.)

The principles and values that he so dearly held will continue to live on through the lives of those he touched.

Mr. Barrett was laid to rest beside Kevin at Riverside UC Cemetery on June 22, 2006. He will be sadly missed but remembered with love by his wife of 53 years, Nellie (Adey), two sisters, Alma Pynn and Yvonne MacMillan, many nieces and nephews to whom he was "Uncle Bill" and numerous other relatives and friends.

(Submitted by friend, retired teacher, Joy Rose – former student and colleague.)

William G. Barrett

In Memoriam Submission Guidelines

Submissions to In Memoriam should be a **maximum of 250 to 300 words** and may contain a photo of the deceased. In Memoriams should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher. Information may be included on where the deceased lived and taught, their education, accomplishments, community involvement and family information.

It is preferred that all submissions be e-mailed to Lesley-Ann Browne, Editor of *The Bulletin*, at labrowne@nlta.nl.ca. If submitting by mail, please address to: Editor, *The Bulletin*, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1. Submissions may also be faxed to 726-4302 or toll-free at 1-877-711-6582. Please be sure to include a contact name, school or business name, mailing address, telephone number and e-mail address.

An Opportunity to be Heard

by EDWARD HANCOCK

As another school year rapidly gets underway, I would like to extend a most sincere welcome back to all our members, and a heartfelt welcome to the NLTA ranks to all our beginning teachers. May the year ahead be a rewarding and positive one for each and every one of you and your students.

The 2005-06 school year had positive developments for education and teachers. Last fall's release of Dr. Lynda Younghusband's study into causes of teacher stress led to almost unprecedented public discussion of this matter, with a particular focus on issues of workload and classroom learning conditions. In February 2006, there was ratification of a Memorandum of Agreement which saw the infusion of $1.95 B into the Teachers' Pension Fund, stabilizing the fund for the foreseeable future. This was accomplished with no reduction in teachers' retirement provisions or pension benefits. In late March 2006, the provincial budget provided new monies for education including funding to place a freeze on teacher allocations, thus retaining an additional 151 teaching units. However, while these positive developments are indeed welcome news, we are still awaiting progress on the teacher workload issues identified as a priority for contract negotiations.

We now have a window of opportunity for input on two critical matters. Just prior to the release of the budget, the Minister of Education announced forthcoming reviews of the teacher allocation formula and the ISSP/Pathways process for student support services. These two reviews will provide a critical opportunity for teachers and the NLTA to have input into two key workload related issues. The teacher allocation formula, by which government allocates teaching units to school districts, is a key determinant of the workload of teachers and of our schools' ability to delivery the necessary services to our students. Each and every one of you, I'm sure, is able to provide anecdotal evidence of the effect of teacher cuts on your schools over the past several years. Most schools had to make major cuts in programs and services as administrators and teachers have searched for the least painful ways of absorbing teacher losses. The Pathways model and the ISSP process have caused significant concerns as teachers have struggled to meet the additional demands while still ensuring that all students get the necessary support and assistance. The additional time needed for ISSP meetings, documentation, modifying curriculum outcomes, and finding or creating supplementary curriculum resources has created intolerable workload demands and stress.

In mid August, government announced the Commissions to conduct these two reviews. Time lines for their work are short in order for their recommendations to have an impact for the 2007-08 school year. We have lobbied long and hard with government on both these matters and it is mostly through the efforts of your Association that these two reviews have been established. It is, therefore, critical that the NLTA and teachers now be heard.

NLTA representatives met with both Commissions in late August/early September and information is being provided to your school concerning the procedures for input to same. Individual teachers, school staffs, school councils, NLTA branches and special interest councils are all urged to take maximum advantage of this opportunity to influence the outcome of these two reviews. These processes are deemed to be so critical that your Executive has established two ad hoc committees to oversee the preparation of NLTA's submissions. Further, Executive has placed contract negotiations on hold while we participate in the reviews and determine if the recommendations and government's reaction to same are a reasonable and realistic response to teachers' workload concerns.

But this is not just a "head office" or a "provincial body" responsibility. Each and every member should have something to say to these Commissions and should take advantage of this opportunity to say it. Nobody else truly understands the impact which teacher allocations and ISSP/Pathways have on your working conditions, and thus on students' learning conditions. Government has provided us the opportunity to be heard. Let's not let that opportunity slip by.

Best wishes for a successful year.

Ed

2006 Pre-Retirement Seminar

REGISTRATION FORM

Name .....

.....

Home Address .....

.....

.....

.....

Postal Code .....

Home Telephone .....

Social Insurance Number .....

School Name .....

.....

.....

School Telephone .....

Please check which session you will be attending:

_ **Oct. 12-13** – Hotel Gander, Gander

_ **Oct. 19-20** – **CANCELLED** henville

_ **Oct. 26-27** – Mt. Peyton, Grand Falls-Windsor

_ **Nov. 2-3** – Holiday Inn, St. John's

_ **Nov. 9-10** – Greenwood Inn, Corner Brook

_ **Nov. 30 - Dec. 1** – Holiday Inn, St. John's

_ **Dec. 7-8** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending) .....

.....

Earliest eligibility date for pension .....

Have you attended a previous pre-retirement seminar?

_ Yes _ No .....

Note:
- Teachers within two years of retirement (on or before June 2009) are eligible to attend.
- All participants must pre-register.
- You will receive confirmation prior to seminar.
- Travel costs will be paid according to policy and only to the nearest seminar.
- Teachers are advised to bring a calculator.

Please submit registration form to:
Melanie Jaster
Benefits and Economic Services Division,
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Fax: 709-726-4302; 1-877-711-6582 (*toll free*)

NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.

FOR NLTA OFFICE USE ONLY		
Date Received	Confirmation Sent	Information Package Sent

Physical Education Teacher of the Year National Award

Kellie Baker

Kellie Baker, a teacher at Macpherson Elementary School in St. John's, has been awarded the CAHPERD/WINTERGREEN Phys-Ed Physical Education Teaching Excellence (PETE) Award for 2005-06. The Award recognizes and promotes excellence in teaching physical education. This includes the ability to motivate children and youth to participate in physical activity. Kellie was selected as provincial recipient for Newfoundland and Labrador, as well as one of three teachers from across Canada to receive the CAHPERD National Physical Education Teaching Excellence Award.

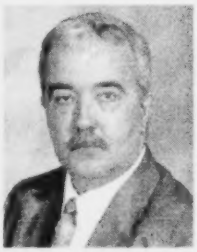
Kellie has a Bachelor and a Masters of Physical Education degree from Memorial University of Newfoundland. She coordinates and runs an extensive lunchtime Intramural Program and has established an after-school program that extends across a wide variety of sports.

Provincial award recipients receive: an Award certificate of recognition; the opportunity to provide workshops and in-service presentation at the CAHPERD national conference that highlight their winning strategies and techniques for teaching physical education; a write-up in the CAHPERD *PHE Journal*; a write-up in the Conference Program and mention during the CAHPERD National Conference Awards ceremony; "Physical Education Teacher of the Year" ribbons for their conference delegate name tag; and a free one-year CAHPERD membership.

The national award recipients receive: free travel, accommodation, and registration at the CAHPERD National Conference; a $500 gift certificate to purchase WINTERGREEN Physical Education products; and a recognition plaque presented during the National Conference Awards Ceremony to be held in Moncton, New Brunswick from May 9-12, 2007.

Nominations are now being sought for the CAHPERD/WINTERGREEN Phys-Ed Physical Education Teaching Excellence (PETE) Award. The deadline for nominations is December 1, 2006. Nomination forms and further information on eligibility are available from the CAHPERD website at www.cahperd.ca/eng/awards/peteacher.cfm.

2006 Distinguished Principals Award Winner



Scott Crocker, Principal of Holy Spirit School in Conception Bay South, has been named 2006 winner of the Newfoundland and Labrador Distinguished Principal Award. The annual award, sponsored by the School Administrators Council (SAC), honours leadership in school administration in education.

During his 29-year teaching career, Scott has been a school principal for 25 years, serving as Principal of St. Thomas' Elementary School in Grand Le Pierre, Jacques Fontaine Central High/All-Grade Schools, Bishop Feild School in St. John's, and Mount Pearl Junior High/Intermediate Schools.

Currently in his sixth year as Principal of Holy Spirit High School in Conception Bay South, Scott believes each student has a unique learning style and benefits from a teacher's use of a variety of instructional methods and strategies. Scott promotes a "learning environment" that accommodates and excites all learners and teaches diverse learners "how to learn".

"My goal is to ensure all students are given every opportunity to develop their intellectual curiosity, physical well being, moral values, self-esteem, artistic appreciation and expression, interpersonal skills, and vocational abilities. We need to educate the 'whole' student."

Scott encourages a vibrant, healthy partnership between school and community and was instrumental in the introduction of Student Incentives Programs that connect attendance, behaviour, and academic achievement and significantly improved home-school communications at both Mount Pearl Junior High School and Holy Spirit High School.

Scott is the provincial nominee for the national award which is sponsored by the Canadian Association of Principals. He was presented with his award at the SAC Conference in Gander in June 2006.

Public Education Advocacy Award Winner

The President of the Canadian Teachers' Federation (CTF) is pleased to announce that this year's recipient of the Public Education Advocacy Award is Denise Pike, President of the Newfoundland and Labrador Federation of School Councils.

"Our Board of Directors has selected Ms. Pike for setting a shining example as an outstanding champion for public education in her province," explains CTF President Winston Carter. "Since the late 90s, Ms. Pike has tirelessly lobbied for increased resources for K-12 education and supported teachers in their call for addressing workload and stress issues. Thanks to her visionary leadership, Ms. Pike has also strengthened the bond and working relationship between teachers and parents."

The NLTA nominated Ms. Pike for heightening the respect and awareness of the parents' voice in Newfoundland and Labrador, all in the name of keeping education great in this province.

"Her list of accomplishments in support of teachers and public education is long and diversified – from being an elected parent representative, lobbyist, media spokesperson to feature writer in local newspapers and *The Bulletin*.

"On behalf of teachers across Canada, please accept our heartfelt thanks and appreciation. Your work has truly been an inspiration to all of us here at the Canadian Teachers' Federation," concludes Carter.

CTF made the official award presentation at CTF's Annual General Meeting this past July in Ottawa. Ms. Pike joins a roster of prestigious personalities who have also received the award which was created in 2001: John Ralston Saul (2001), Kathy LeGrow of the Canadian School Boards Association (2003) and Annie Kidder, founder of People for Education (2005).

Teacher Working Conditions That Matter

by EDWARD HANCOCK

A report recently completed by Dr. Kenneth Leithwood of OISE/University of Toronto has provided a synthesis of evidence of working conditions that really matter in their influence on the performance of teachers and the learning of students. Dr. Leithwood prepared his report for the Elementary Teachers' Federation of Ontario in August 2005. (Teachers who were delegates to the NLTA's BGM in 2003 will remember Dr. Leithwood as the keynote speaker at that BGM.) Dr. Leithwood drew on a number of reports and studies to compile his synthesis of evidence on working conditions that matter.

In his outline of the purpose of his report, Dr. Leithwood notes that improving student learning is a responsibility shared by all with a stake in education but that the success of any efforts to improve student learning depends eventually on how those efforts affect what teachers do. And what teachers do depends on their motivations, abilities and the conditions under which they work. Inadequate working conditions seriously undermine any potential for the success of efforts to improve student learning. Based on a review of a broad sample of available evidence, Leithwood's report addresses three questions:

1. How do teachers' working conditions influence the performance of teachers and the learning of students?
2. Which working conditions have positive and negative effects on teachers' performance and student learning?
3. What are some of the main "causes" or sources of teachers' working conditions?

Six broad categories of working conditions are identified in the report. These are the working conditions found in, or created by: (1) the classroom, (2) the school, (3) school administration, (4) the district, (5) the province, and (6) the broader society. This article provides a summary of the report's findings concerning the classroom, school, district and provincial related working conditions.

Classroom Level Working Conditions

At the classroom level, evidence suggests that both the volume and complexity of teachers' workloads have important consequences for them. During the school year, teachers work an average of 50-53 hours per week doing a long list of tasks. (This finding is consistent with Dr. David Dibbon's finding of an average work week of 52.32 hours in his report on teacher workload in this province.) About half of that time is devoted to actual classroom instruction. Teachers' overall attitude about the volume of their work depends on their perceptions of five more specific features of their environments. These are:

- when a teacher perceives his/her workload to be unfair in comparison with the work of other teachers in the school or district;
- when the overall number of pupils for which he/she is responsible becomes excessive;
- when he/she perceives the size of his/her classes is making unreasonable demands on the time required for preparation and marking and is eroding his/her efforts to provide differentiated instruction for students;
- excessive paperwork; and
- the burden of such non-teaching demands as hall monitoring, bus duty and lunchroom supervision.

The complexity of workload also impacts teachers negatively. Such perceptions of excessive complexity arise when teachers are required to teach in areas for which they are not certified or otherwise not fully prepared and when their students are uncooperative or achieve relatively poorly. However, complexities are perceived to be more manageable when teachers are given a significant degree of autonomy over classroom decisions, when there is an atmosphere throughout the school which encourages learning and when instructional resources are readily available.

School Level Working Conditions

Four sets of school level working conditions were identified: school cultures, structures, relations with the community and operating procedures.

School culture was noted to have a significant effect with increasingly positive contributions arising from school cultures in which: the goals for teachers'

work are clear, explicit and shared; there is little conflict in teachers' minds about what they are expected to do; the atmosphere in the school is generally positive and friendly; student indiscipline is under control; and collaboration among teachers is encouraged. It is also important that the culture of the school value and support student and teacher safety and that there be high expectations for students with a strong focus on academics.

In relation to school structures, not all of the structures which influence teachers' work and student learning are easily alterable. This is the case for school size and location, where evidence indicates that teachers' work is most likely to be enhanced in relatively small schools located in suburban rather than urban locations. However, other structural attributes of schools are potentially quite malleable and include those structures which provide teachers with opportunities to collaborate with one another, work in small teams, prepare adequately for classroom instruction, access ongoing professional development, and participate in school level decisions. There is also a positive effect when teachers work in physical facilities that permit them to use the types of instruction they judge to be most effective and when the school has well-developed and stable programs.

Under the category of community relations, positive effects are found when the reputation of the school in the local community is positive and when there is considerable support by parents and the wider community for the efforts and directions of the school. Under school operating procedures, the quality of communication in the school, the level of correlation between the school's plans for improvement and the teachers' views of what the school's priorities should be, and the practice of providing regular feedback to school working groups were all found to have a significant effect.

District Working Conditions

"Demands for change" were found to have a significant impact on teachers. The report notes that districts are a frequent source of change – new guidelines, new standards, new programs, new forms of student assessment, and the like. Both the nature and the speed of such change can become a significant source of stress for teachers. This is the case when changes are determined with little teacher consultation, when they are contrary to what teachers believe should be the priorities, and when teachers believe the timetable for implementing the change is unrealistically short.

Access to meaningful professional development was another factor identified at the district level. Further, district size was identified but, although it is a condition of the district, it is in the control of the provincial government. The report found that large district structures are typically less able to provide such helpful conditions of work for teachers as a district-wide sense of community and differentiated allocation of resources in support of unique classroom and school improvement efforts. Finally, teacher salary levels were noted as having a significant effect, particularly when the salaries are noticeably lower in comparison with teacher salaries in other jurisdictions. (While this report identified salaries under the district conditions due to the district-based collective bargaining structure in Ontario, it should be noted that this factor would fall under provincial jurisdiction in our province.)

Provincial Policy Environment

A key factor identified under conditions within the control of the provincial government concerns expectations for change. Like school districts, the provincial government and the Department of Education are often sources of substantial change through the enactment of new policies and guidelines. There is serious erosion of teachers' job satisfaction and commitment when the pace of these changes seems too rapid, when they demand extra time from teachers both to learn about and to implement, and when they seem erratic and unresponsive to what teachers believe are the real needs of schools and students.

This synthesis of evidence concerning the effect of teacher working conditions demonstrates the similarities of findings in studies throughout this country and elsewhere. While a number of factors identified by Dr. Leithwood are operational in nature, quite a number of the significant factors are directly impacted by the level of financial and human resources provided to our schools. This is particularly true of the classroom level working conditions where the level of workload, numbers of pupils, size of classes, and non-teaching duties have all been identified as key factors. Policymakers and provincial governments who determine the level of resources for education should be taking critical note of the direct impact of such working conditions on teachers' work and therefore on student learning. It can never be forgotten that, as is frequently quoted, "the working conditions of teachers are the learning conditions of students."

Edward Hancock is Executive Director of the NLTA.

Violence at School

Things You Should Know

by STEFANIE TUFF

I certainly would prefer to write about a more positive topic for the first edition of *The Bulletin* this school year. However, it is an unfortunate fact that aggressive and violent student behaviour has become more prevalent in recent years. In such situations, every case is unique, but there is some basic information that all teachers should be aware of which can play a part in helping educators deal with and, in some cases, minimize the risk inherent in working with students who exhibit such behaviour.

The Schools Act, 1997 states that students shall comply with school rules and discipline. In some cases, it may be necessary to remove a student from the classroom in order to address incidents of violent/aggressive behaviour and ensure safety. Under section 36 of the Schools Act, teachers have the authority to suspend a student from a class period, as long as this is done in accordance with the process for student suspension set out in school board by-laws or policy. A school principal may suspend a student for up to a maximum total of 30 days in a school year. Teachers should be careful to adhere to relevant school discipline procedures in imposing class suspensions for any reason. The Schools Act also provides for the expulsion of students from school where circumstances warrant. Proper process must be followed in such cases and the decision to expel a student can only be made by the school board director after the student and parents have had an opportunity to make representations. In situations where a student's violent behaviour has resulted in the destruction, damage or loss of school board or employee property, section 21 of the Schools Act imposes liability for the student's actions on his/her parents.

Department of Education and school board policies also address concerns related to school safety. Much attention has been paid in recent years to creating safe schools and developing effective ways of preventing bullying. The provincial Department of Education recently adopted a new policy for Safe and Caring Schools which states that consequences, including suspensions, should be in proportion to the severity and frequency of the actions, and includes the following in a list of unacceptable and unsafe behaviours: harassment, intimidation, violence, false/malicious accusations, possession of illegal substances, actions which contravene the Criminal Code, theft or intentional property damage, and behaviour that threatens the health and safety of others. In keeping with the overall themes and goals of the Department policy, school districts and schools are expected to develop and implement policies that aim to both prevent unacceptable student behaviour and provide meaningful and effective consequences when necessary.

Young people from ages 12 to 17 are subject to the provisions of the Youth Criminal Justice Act (YCJA). Under this federal legislation, a youth can be charged with criminal acts ranging from theft to first degree murder. The YCJA differs from the Criminal Code in its approach to laying charges, sentencing and confidentiality of criminal records; however, the youth justice system does have the objectives of preventing crime and holding young offenders responsible for their actions, as well as rehabilitation. While school boards and schools do have policies in place to respond to student discipline, teachers have the right to and should make a complaint to the police if they feel the law has been broken, such as if a teacher is physically assaulted by a student. With respect to the disclosure of information, authorities are able to release certain details from a student's youth justice record to school officials if such disclosure is necessary to ensure the safety of school staff, students or other persons. Students who are 18 or older are subject to the regular provisions of the Criminal Code.

Children under 12 are not subject to the YCJA; however, the Child, Youth and Family Services Act (CYFSA) does address the issue of violent behaviour by younger students. Teachers are well aware of their obligation to report to proper authorities if they have information that a child is in need of protection. For most of us, this brings to mind situations of child abuse or neglect, but section 14 of the CYFSA includes in its definition of a child in need of "protective intervention" a person under the age of

12 who has seriously injured or killed another person or who has, on more than one occasion, caused or threatened to cause injury to another person. In such circumstances, teachers are obligated to make a report to proper authorities – generally, child protection officials or the police. Reports of such behaviour can lead to intervention by social workers and/or medical professionals that may help address the child's behaviour as well as enable the school to successfully apply for additional school-based supports.

Pursuant to section 5 of the Occupational Health and Safety Act (OHSA), employers must, within reasonably practical limits, provide a work environment that ensures the health and safety of its employees. This includes conducting its affairs in a manner that does not endanger employees and providing any information or training reasonably required to ensure the health and safety of employees. In the school setting, this means that, with respect to students who are physically aggressive/violent, school boards have a legal responsibility to ensure that the proper supports and training have been put in place to enable teachers to work with the students without threat to their own safety. What is necessary to ensure employee safety depends on the nature of the student and the situation. In some cases, it is reasonable to expect one-on-one, full-time student assistant support; in others, a formalized crisis response protocol is sufficient to address infrequent incidents. Ultimately, if a teacher has reasonable grounds to believe that specific work circumstances are dangerous to his/her health and safety and has brought this to the attention of his/her principal, that teacher has the right to refuse to work until remedial action has been taken. Any teacher who feels that their situation may warrant this type of response is advised to contact the NLTA before exercising the right of refusal under the OHSA.

Teachers have the right to work in an environment that is as safe as is reasonably practicable. No law or policy can eliminate all risk in any workplace. However, schools and districts should have clear expectations and effective protocols in place for managing unsafe student behaviour. Teachers and administrators should be aware of these procedures and policies and apply them consistently. Violence and aggression must always be taken seriously and teachers should also be aware of the legislative provisions that can help them to ensure that their schools are as safe as possible. Any teachers who feel that their work situation poses unreasonable risks to their health or safety should contact an Administrative Officer in the Benefits and Economic Services Division to discuss the matter.

Stefanie Tuff is an Administrative Office in the Benefits and Economic Services Division.

Group Insurance News

by DON ASH

A. Compassionate Assistance Program for Terminally Ill Members

NLTA Group Insurance Trustees are pleased to make available a Compassionate Assistance Program for terminally ill members as part of the Basic Life Insurance plan available to members under age 65. The program allows terminally ill members to borrow up to $30,000 from their life insurance under specific conditions individually approved by NLTA Group Insurance Trustees.

This program is in response to rare but occasional circumstances where NLTA members with terminal illness have found themselves in financial difficulty or financially limited in the months prior to their impending death. However, such members often have considerable assets payable to beneficiaries or their estate immediately following death. Through this program, members in these unfortunate circumstances will be permitted, with Trustee approval under limited conditions, to borrow from their ultimate Life Insurance benefit to address their immediate financial need.

Trustees expect the use of this program to be extremely rare and limited to exceptional circumstances, but are pleased to be able to respond and assist in such situations. Specific inquiries can be made to the plan administrator, Johnson Inc., at 737-1639 or 737-1559 or toll free at 1-800-563-1528.

B. Market Tender

NLTA Group Insurance Trustees are sending all plan options to market tender this fall (2006). It is NLTA practice to send the policies to tender every five years. Trustees have prepared market specifications which will be sent to the major insurance underwriters in Canada to bid on our business. The insurance proposals will be renewed in the winter, culminating with Trustees making renewal decisions in February for deductions effective April 1, 2007. Through this practice, NLTA Group Insurance Trustees ensure that they obtain the best possible deal for teachers.

C. Benefits Improvement/Changes

As part of the aforementioned market tender, Trustees are asking the insurance underwriters to include in their bids the premium cost of various benefit changes under consideration by your Trustees.

D. Medical Out of Country Insurance (MEDOC)

If you are planning to travel outside Canada you are strongly encouraged to investigate the MEDOC plan available through the NLTA Group Insurance program. Many teachers routinely buy travel insurance through Internet, travel agent or credit card without exploring our own MEDOC plan which includes trip cancellation, trip interruption and travel health insurance at competitive rates. This insurance is year long coverage and ideal for retired or active teachers and their families that take multiple trips out of the country. Further information and detail is available through the plan administrator, Johnson Inc., at 737-1639 or 737-1559 or toll free at 1-800-563-1528.

E. Financial Status of Plan

The Health and Dental and Long Term Disability plans have experienced surpluses in the last two years. As a result, premiums have not increased in the last two renewals. In fact, the LTD premium was reduced by 20 percent effective April 2006. These surpluses are a result of claim stabilization and have been returned to the NLTA Trust Fund and enabled the establishment of reserves to help protect the plan and stabilize rates to members over the last two years.

The Basic Life plan continues to operate in deficit as a result of significant death claims. Consequently, the Basic Life plan has not seen rate stabilization similar to the Health plan. It is anticipated the Basic Life premium will continue to rise. This is not unexpected as our Life rates are lower in comparison to our Atlantic counterparts.

F. Collective Agreement Change

The determination of the contribution rate by government to the NLTA premium for the Basic Life, Basic Accidental Death and Dismemberment and Health plans changed under the Collective Agreement as part of the package negotiated with government last spring. Instead of the government paying 50 percent

of the NLTA required premium, government now pays consistent with the rate paid by government for all other public sector workers. While this has generally resulted in premium increases to NLTA members now paying greater than 50 percent of the premium for the Basic Life and Health plans, the increases have not been catastrophic. The change will result in greater autonomy of Group Insurance Trustees to make benefit improvements desired by teachers because government will be contributing to our rates based on benefits available in the government plan, not our plan.

G. Group Insurance Program Booklet

In the fall of 2005, all members insured under the NLTA Group Insurance program were mailed a Group Insurance Program Booklet which outlines in detail the features of the various NLTA Group Insurance plan options. The program booklet has been updated for September 2006 and is available on line at www.nlta.nl.ca under "Publications". In the interest of cost containment, the booklet is not being mailed to our 11,000 plus members this year, but will be provided to new teachers and new plan members.

H. Johnson Website

As plan and claims administrator of the NLTA plan, Johnson Inc. maintains a website at www.johnson.ca where teachers can access their personal information including claims history. Such access is obtained through the use of a password and PIN. Teachers wishing to obtain a password and PIN can do so by contacting Johnson Inc. at 737-1640 or toll free at 1-800-563-1727.

Your Group Insurance Trustees continue to strive to meet your insurance needs and provide the best possible insurance program at the best possible premium to teachers. Input from teachers regarding desired benefits is encouraged. Mechanisms for input and generating discussion and debate include motions through NLTA Branches to be brought to the NLTA Biennial General Meeting or through the regionals of the Retired Teachers' Association of Newfoundland and Labrador.

Don Ash is an Administrative Officer in the Benefits and Economic Services Division of the NLTA and Staff Consultant for the Group Insurance Trustees.

Teachers Go Healthy

by MARIE WALL

With all the demands directed at teachers, it is not surprising that many of you relegate self-care as optional. Although you may know what needs to be integrated into your life and that no one else is going to make time for you to eat right or get physically active, you may feel hard pressed to actually do something about it. It's interesting to note that when a colleague is faced with a life-threatening event, a lifestyle change is more likely to occur. So what stops you from taking control? Now is the time to take action; your health and wellness depend on it.

The time to start is right now, early in the school year. Create a routine that works for your lifestyle and make the changes that put balance and wellness as a priority in your life. Three of the focal points of the provincial government health initiative, *Go Healthy*, are healthy eating, being physical active, and being smoke free. Some of the payoffs are improved health, more energy, and feeling and looking better. The benefits are interconnected as one change plays off the others, e.g. being more active often impels you to consider what you are eating and vice versa.

Take a moment to consider what benefits you want and whether you are going to achieve them with your present lifestyle and routine. Ask yourself, "Do I have to wait for a crisis to decide it is worth taking care of myself?" Taking action for health and wellness may seem selfish because it will take time and focus away from other things, but the payoffs are far reaching. With more energy and positive attitude, your family and students will be better served. So what are you waiting for? Start with one step and let it grow.

Health and wellness is not only a personal responsibility; it is also a family, community and provincial endeavour. The roots of the *Go Healthy* program come from our health status as a province. The *National Population Healthy Survey* (1994-2005), Statistics Canada, shows that Newfoundlanders and Labradorians are the least fit and least healthy population in this country. It seems that the attitude around fitness and eating are making us fatter and less healthy. The *Go Healthy* program is a response to support, education, and to increase awareness on all levels, including developing personal skills.

Through the *Healthy Schools, Healthy Students* program, many schools have been equipped with fitness equipment and fitness rooms have been created. While the equipment has been provided for the use of students, teachers are also able to access the equipment. While some teachers may feel sharing this equipment with students is not convenient for staff, there are a few things to consider. The fitness equipment and room are a benefit to the school community and thus a financial benefit to you. A typical membership to a fitness centre can run you around $50 per month; that's a $500 yearly perk to you. Another thought has been that because students use this equipment after school, teachers cannot. The general population typically have to access their fitness centres between five to eight in the morning or after five at night. The key is deciding; when you make it a priority, you will schedule a time and make it work for you. If there is no fitness centre in your school you may need to become creative. Get a group together for a fitness or yoga class or make walking or running a part of your regime. Take action that puts you in the driver's seat of your health and wellness.

Eating healthy is a challenge and again, choices are a major key. Nutritious eating does not have to be solely for weight loss. Maintaining a healthy weight also requires awareness of food's qualities and quantities. Making this a family lifestyle also counters the many temptations we face. Planning ahead and assessing how you feel when you eat lighter, healthier food will provide you with the self-motivation to make eating healthy a part of your daily routine.

Tobacco use is also a huge health factor and affects not only the smoker, but family and friends as well. Smoking is a hard habit to break and many may not want to change. I had one man say to me, "I don't want to quit, but I do want to be healthy for my kids". Others enjoy it and don't believe quitting will change anything. I suggest giving it a try. Being able to breathe easier, not sinking your money into government coffers, and feeling good about yourself are all reasons to quit.

Injury prevention, mental health, environmental

health, child and youth development and health protection are all other issues the *Go Healthy* program will address. A well-rounded, healthy population are much more capable of achieving their goals, having improved self-esteem, and increased productivity. These are all good reasons to pursue a healthier lifestyle.

The EAP for teachers also has a responsibility to get active. Although this program has been working with teachers for more than 10 years, this renewed health and wellness focus challenges us to build a stronger education and awareness program for teachers, to make it more accessible and work with groups that can make a direct impact for teachers. Through these *Living Well* articles we will continue to expand on the themes presented in the *Go Healthy* program. We will also have a health contest this school year and we will develop a web page to make health and wellness more accessible to you. If you have further ideas you want to share, please contact us.

Marie Wall is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Marie Wall (ext. 265) or Kathy Taylor-Rogers (ext. 242).

Teaching to Learn

My Experience With The Seven Habits of Highly Successful People

by IAN DAVIDSON

Assume for a moment you have had a heart attack sometime during the last month. How might your approach toward exercise and nutrition change? Assume as well that everything you say about other people will be heard by them. How might you choose your words differently? Last October I was encouraged to consider these questions during the best professional development activity of my career – Stephen Covey's *Seven Habits of Highly Successful People* seminar.

"By developing the habit of concentrating on only relevant activities, you will build a platform to avoid distractions and thereby, become more productive and successful."

Basically, Covey teaches that we view the world based on what we were taught to believe. These views are referred to as "paradigms" and he proposes that our understanding of these paradigms is integral to developing our character. Like the part of the tree above ground, our personalities are what people see first. Although image, techniques, and skills can influence our success, the real source of lasting effectiveness lies in strong character – the roots of the tree. Covey's precepts have prompted me to lead a group of teachers in *The Seven Habits* at my school. This article is a brief summation of Covey's *Seven Habits of Highly Successful People* and, along with facilitating the group at my school, represent my tentative steps at 'teaching to learn'.

The first three habits represent the private victory, encouraging self-mastery and taking charge of your own feelings, environment and life – the basis of all the habits and a cornerstone of success.

Habit #1 – Be Proactive

I am a product of my choices, not my circumstances. You influence your life more than anyone else. You have the opportunity to use your free will and hard work to change yourself and your circumstances. You are only a victim if you allow yourself to be – if you are reactive versus proactive when presented with any situation. Reactive people allow outside influences to control their responses but proactive people pause to allow themselves the opportunity to choose their responses based on principles and desired results. Victor Frankel, renowned psychotherapist and Holocaust survivor, summed it up best when he stated: "When we can no longer change a situation, we are challenged to change ourselves."

Habit #2 – Begin with the End in Mind

I live by design, not default. Before you start something, sit down and plan it thoroughly. Covey believes that all things are created twice. First is the mental creation or plan; second is the physical creation or work. Highly effective people clearly see the outcome they want in every area of life before they act. By developing the habit of concentrating on only relevant activities, you will build a platform to avoid distractions and thereby, become more productive and successful. This platform is referred to as a mission statement, "a life constitution" by which you make all decisions in your life.

Interested in beginning a mission statement? Try this activity as a point of departure. Imagine you could invite to dinner five people who have influenced you the most – past and present – and all are sitting at the table with you. What qualities or attributes do you admire most in these people? These positive qualities should form the basis for your life mission. Establishing a mission statement clarifies what is important to you, provides focus, helps you design your life instead of having it designed for you and provides a greater sense of meaning and purpose.

Habit #3 – Put First Things First
I put important things first. This habit involves personal management and is about organizing and implementing activities in line with the aims established by "beginning with the end in mind." Decide which of your goals are most important; then, determine what steps will best achieve those goals. Goethe, the great German literary giant, taught us that, "the things which matter most must never be at the mercy of things which matter least." To this end, we all need to strive to live our lives by a compass, not a clock. The clock represents our appointments, schedules, and activities – how we manage our time. The compass, on the other hand, represents our mission, direction, and values – what we feel matters most. Learning to set priorities and eliminate the unimportant things in our lives are the ultimate goals behind this habit.

Habit #4 – Think Win-Win
There is plenty for everyone and more to spare. This habit is referred to as interpersonal leadership and marks the departure from the private to the public victory. It is also the aspect of *Seven Habits* training that my colleagues and I have found the most challenging. Why? It is relatively easy to take charge of your own life if you have the willpower, but to seriously influence change in others is a daunting task indeed. Since few, if any, significant things are ever accomplished alone, success in life is largely dependent on co-operative efforts with others.

Win-win is based on the assumption that there is plenty for everyone, and that until we can move past the win-lose mindset, we will never experience true success in our dealings with others. Many people grow up with competitive constructs (I win, you lose), or a beaten-down ideology (I give up, do what you want). However, for our most valuable family and professional associations, the most mature and effective goal is usually to seek situations that benefit everyone involved. Baruch summed up this habit perfectly when he stated, "You don't have to blow out the other person's light to let your own shine."

Habit #5 – Seek First to Understand, Then To Be Understood
I listen with the intent to understand, not to reply. This habit of communication encourages you to diagnose before you prescribe. To influence and help others, you must first actively listen to them in order to understand their situation and concerns. Can you imagine a doctor giving a prescription over the telephone without knowing all the necessary information about the patient? In the same way, when giving someone advice we should be careful to understand the person's circumstances as well. What might normally be excellent advice is inappropriate if it does not apply to the situation.

One of the biggest obstacles in interpersonal communication is our tendency to respond autobiographically, i.e. from our own frame of reference. We interpret and evaluate the messages of others based on our own experiences and motives. It is most effective to listen actively and empathetically, consciously trying to understand and to see the world from the other person's perspective. It is also important to listen without judging. Empathetic listening is reflecting what a person feels and says in your own words. This may sound paradoxical, but if you incorporate your speaker's priorities into your own messages, you will find that you are more likely to get the results that you want.

Habit #6 – Synergize
Together we can create a better way, a higher way. This habit deals with teamwork and opening yourself emotionally to work with other people. Optimistic, emotionally charged individuals who practice the previous five habits can work together in amazing ways and see new paths none of them would have found alone. The whole is greater than the sum of its parts and you must see the good in the other people's contributions to achieve true synergy.

Habit #7 – Sharpen the Saw
What would happen if you didn't take time to put gas in your vehicle? This habit is one of self-renewal and it encourages all the other habits to grow and flourish. Covey believes we are made up of four parts: physical, mental, social/emotional, and spiritual – all of which need nourishment and cultivation. Take time to rejuvenate yourself and to help prepare to work better in the future.

In conclusion, working with *The Seven Habits of Highly Successful People* was a wonderful professional development activity, and I believe that it has immense potential to shape the climate of our schools and to encourage positive relationships between all stakeholders in our educational communities.

Ian Davidson is Assistant Principal at Clarenville High School.

The 2006 Atlantic Teacher's Forestry Tour

by MARY VAN THIEL

The 2006 Atlantic Teacher's Forestry Tour took place on August 8-11 at Pictou Lodge in Nova Scotia. The tour is designed to bring Atlantic teachers together to visit managed woodlands operations and mills, and provide accurate information about the forest industry. My group consisted of 37 teachers from Atlantic Canada with me representing Newfoundland and Labrador.

Knowledge was imparted in an interesting, activity-based, yet informal setting. Throughout the tour I saw first hand the results of science-based forest management and how it is used to manage our resources for today and for the future, while at the same time was able to put a human face on the forest industry. The aim of each tour was to provide teachers with opportunities to meet and share ideas and strategies for making forestry education more fun and interesting. The key purpose of the tour is to show that there is a balance between social, economic and ecological aspects of forestry.

We were given an introduction to Forest Ecosystems by Nova Scotia Natural Resources. This is a new paradigm in forest management. We learned that there is a lot of science involved with sustainable forest management. I was pleasantly surprised to learn that forestry companies are working to reduce mistakes and bad practices by developing tools and management guidelines based on sound science and ecological practices.

The tour also included a boat ride to Prince Edward Island with hands-on demonstrations of equipment used in the forest industry. We were given the opportunity to view various woodland areas. A visit to Watt's Tree Farm in P.E.I. showed us a privately owned woodland. The woodland produces a variety of non-lumber forestry products such as Christmas trees, blueberries, maple syrup, wreath bush, ground hemlock tips and walking sticks. This type of woodland is managed in a manner referred to as "Gentle Management" which takes into account recreation, social, education, spiritual and economics as well as providing a home for many species of wildlife.

The tour believes that there are important linkages between environmental matters, natural and economic resources, and the manner in which children are being taught. The need exists for public education which presents an accurate, balanced, and current picture of the forest story and how it impacts on a day-to-day basis with business. The first thing that struck me during my visits to the harvesting area was the effort companies make to ensure reforestation. The forest industry and its partners are working hard to ensure that we discover what the industry really involves. It promotes teaching and understanding of forest science, protests sensitive sites, applies practices that safeguard wildlife habitats and enhance forest-related professions.

Forestry Tour participant gets up close and personal with a wood turtle of the St. Mary's River Watershed.

The wood turtles of the St. Mary's River Watershed were one of the interesting parts of the tour. The Committee on the Status of Endangered Wildlife in Canada lists the wood turtles as a 'species of special concern' because of their susceptibility to human activity. In Nova Scotia, wood turtles are also protected under the provincial Endangered Species Act and listed as 'venerable'. The community has taken an active approach to conserving this species. The St. Mary's River Association, along with the Nova Scotia Department of Natural Resources and St. Francis

Xavier University in Antigonish, have developed a wood turtle conservation network among scientists and community groups in the region. The forest companies make sure that more land is left for habitat.

Neenah Paper Mill and Water Treatment Facilities, which has the largest living laboratory in North America, showed us that the companies are taking an active part in bringing life back to the area. Nature is cleaning waste water to reduce its environmental impact. This pond has seen wildlife and plant life return to its natural habitat.

I would like the junior high students to gain a better understanding of the industry and the broad range of job opportunities. I would like to see a week-long forest camp for junior high students as suggested by one of the participants. Students would have the opportunity and challenge to see what working in the forest is really like. Students would enjoy and learn at the same time that the forest industry is a very important part of our economy. It is important to me that everyone, including our children, understands the importance of forests, not just for the wood fiber they provide to industry, but for the many other values they give us. We also must remember that the forest is a source of jobs and a most important factor in the health of our economy. We must manage our forests' sustainability so that they continue to provide environmental, economic, social and cultural benefits for present and future generations.

The tour was unique and offered educational insights into forest-related concerns and issues. We covered such diverse themes as: sustainable forestry and development, forest ecosystems, productivity and regulatory issues, high tech forest applications, and woodland management. Each participant was given a certificate indicating 18 hours of continuing education on Sustainable Forestry. That was broken down into six hours for Classroom Theory/Workshops and 12 hours entitled "Forestry Field Sessions". We were given lots of resources, including a toolbox filled with supplies for the school year. A series of forestry lessons developed by Fundy Model Forest, University of New Brunswick, Maritime College of Forestry Technology and NB Forest Productions Association can be incorporated into existing science units. There are lesson plans on biodiversity, food webs, food chains, and species at risk forest ecology, forest management, wildlife ecology, and survey techniques.Throughout the week, there was plenty of opportunity to mix with the other teachers, to share ideas and to have fun.

My views of forest management were changed. I had no idea there were so many different considerations. The mill tours were really interesting and I learned how to identify common Atlantic Canada trees. It will take at least a month to process all that I learned on the tour! The experience gave me the opportunity to link with teachers from Atlantic Canada and to learn about the forest in a fun, hands-on way. Interested forestry companies and organizations sponsor and pay for all of the teacher's expenses including travel, registration, lodging and food. I was sponsored by the Corner Brook Pulp and Paper Mill, under the direction of Bruce Armstrong. Next year's tour will take place in New Brunswick and teachers will again be provided an opportunity to experience and appreciate the great outdoors, all in the natural beauty of Atlantic Canada. I encourage all teachers to apply. For further information please feel free to contact www.cwfcof.org.

Mary van Thiel is a special education teacher at Macdonald Drive Junior High in St. John's.

Beverley's Adopt-a-Highway Program

by BEVERLEY PARK

You've heard, no doubt, that the road to hell is paved with good intentions – and if that's true then I'll admit to having contributed more than my fair share of asphalt to the road to Hades. The summer began, as most others I can recall, with every manner of good intentions. There were several books waiting to be read. There were household projects, like closets spilling over with clothes that were no longer fitting or fashionable, crying out to be organized. There were personal things like spending more time at home and doing more exercise. Some were major items, like committing to paper the ideas that have been swimming around in my head for weeks, months, or even years. Some were smaller, but equally important tasks, like writing notes to a dear friend whose only child, his daughter, was getting married this summer and to a couple of friends who retired in June after inspiring careers in teaching. Each of these, along with many other things on my list, became another small chunk of hot pavement! The closets are still cluttered. I haven't penned the next great Canadian novel. There's never enough time with family and there will always be another book that I'll want to read!

However, lest you think that I squandered away the summer, let me clarify that I did manage to do a few things. For the first time in many, many years I went for a swim in the overfalls with my sister, a place where the memories are deeper than the water. I happily stumbled upon an excellent book that wasn't even on my list, *Stumbling on Happiness*, by Daniel Gilbert which, as it promised to do, "shattered some of my most deeply held convictions about how the mind works"... I'd highly recommend it! And, perhaps of most significance to my teacher colleagues, I chaired a committee that organized this year's CONTACT – Conference on New Techniques and Classroom Teaching, in Corner Brook. For four days we played host to teachers from all of Atlantic Canada.

In retrospect, this summer I believe I struck a fair balance between doing the things I needed to do and allowing myself on occasion to be led by the moment. That's an important thing for us to remember as we head back to school. In the run of a day or a week we will have some things that we absolutely have to do... like organizing the conference. Then, there are a whole lot of things that fall into a category of "nice but not necessary"... like my closets! Apart from these two, there will be serendipity. Opportunities will pop up that we should not let slip because, although we did not plan on them, they're too good to miss – like my swim in the overfalls. Inevitably there will be more things to do than we ever have time for! Like I did this summer, you'd just as well accept that before the school year is over, you too will have adopted a mile or two of Highway 666! Instead of beating yourself up about all the things left to be done, give yourself some credit for all you do accomplish in a day or a week! If you are a young teacher, this is particularly important. Heck, no matter how long you've been teaching, it's important! I've fulfilled one of my good intentions by writing this article – to perhaps give you a piece of advice that it has taken me a mere 25 years to work out for myself!

Beverley Park is an Administrative Officer in the Professional Development Division of the NLTA.

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Living Healthy

New School Food Guidelines Sweeping the Nation... Where Are We?

by GLENDORA BOLAND

It's sweeping the nation; schools are jumping on board to help make a difference in the health of our children. It makes sense. Research abounds telling us what we already know; good nutrition helps children and teens grow, stay healthy, be active and learn better. To support this, in June 2006, provincial School Food Guidelines were released by the Department of Education and the Department of Health and Community Services.

The School Food Guidelines set a nutritional standard for all foods sold or served at schools in our province. These Guidelines are based on *Canada's Food Guide to Healthy Eating*. Foods are divided into Serve Most or Serve Moderately groups. The guidelines also include a list of foods that we are not recommending be served or sold in schools.

Many schools are already offering healthier choices in the cafeteria and canteen, at meetings, sport and special events. Your school district, school administrators, caterers and other community partners are working together to help support healthy living in our schools.

What got the ball rolling? In October of 2000, the Coalition for School Nutrition completed a provincial wide survey of all K-12 schools to determine the kinds of foods sold and served in schools. The survey netted a 72% return rate and the evidence was clear; only 46% of the foods offered in school cafeterias were considered nutritious, and 59% of the province's schools did not have any specific food or nutrition policies or guidelines. Clearly, something needed to be done.

Fast forward to 2006 and rising obesity rates have rung an alarm bell. The time has arrived for us to move together to make a difference. Teachers, administrators, students, school councils, caterers, parents, community and government need to make it easier for our children to make healthy choices while at school. Our school communities wanted change but asked for leadership from government. The *Healthy Students Healthy Schools* initiative is all about that. This initiative is a priority in *Achieving Health & Wellness: A Provincial Wellness Plan for Newfoundland and Labrador.* The initial actions on school health focus on school meals, cafeteria guidelines, recreation opportunities, training for members of the school community, enhanced curriculum, student involvement and support for parents and educators.

If you're interested in making your school community a healthier place check out our website at www.livinghealthyschools.com or contact the School Health Promotion Liaison Consultant in your school district.

For more information about the Provincial Wellness plan and how it relates to your school and community visit www.gohealthy.ca.

This article is part of a series for the upcoming school year and will provide more information about different components of the ongoing *Healthy Students Healthy Schools* initiative.

Glendora Boland is a Provincial Nutrition Consultant with the Health Promotion and Wellness Division, Department of Health & Community Services, Government of Newfoundland and Labrador.

Just in Time PD

by ERIC NIPPARD

The noise emanating from the office next door to me was deafening! "Why, I don't know ... this darn machine. Oh, why won't this .... Ahhhhh ... Mr. NNIIIPPPPAAARRRDD!!!" That was my cue. You see, there are times when I offer my expertise to those around me, particularly some of my colleagues who have a healthy dislike of software, hardware, and feel that when they sit in front of it (the C word), they get *nowhere*! This was one of those times. Bobby (not his real name) was frustrated, perplexed, and about to have a cerebral hemorrhage from stress and elevated blood pressure. I stepped gingerly into the office, ducked as the items flew through the air, and with a few flicks on the keyboard, brought resolution to the problem, and lowered his BP 30 points.

Now, I know that there are probably many of you out there who are in a similar position. *You* know who you are. You dabble, love software, can put a SAR (Some Assembly Required, aka Christmas, Birthday, Mother's Day, etc. presents.) together with your eyes closed, can usually troubleshoot a problem from 20 feet, and it doesn't have to be computer related. It can be the photocopier, the VCR (do they use those any more?), the DVD player, the guidance system on a C-5, an unruly class of kids, or whatever. As the resident school expert you get your share of calls during the day to help your fellow person in need. I am one of those as well. Not that I am bragging about my great skills or lauding my knowledge because, as my wife can and will attest, I still can't ask for directions! However, I do get called upon from time to time to help out, and I do it with a heart and a half, and without expecting any kind of return.

"What", says you, "is the significance of this?" Is this story going anywhere? "Keep reading", says I. As I returned to my desk from fixing, err, "Bobby's" trouble, I sat down, reclined, and pondered over what it must be like for those out there who *don't* have a resident expert sitting one wall away. How do they function? Who do you call when there's trouble? Do you just let "it" sit idly by and wait for someone to arrive and fix things? What does one do in the absence of some sort of support system?

This got me to thinking, and thinking hard. Why can't we have some mechanism in place by which someone can receive help at a moment's notice? And not just for equipment troubles, but a network, an information network, a *large* network that *anyone* can call upon if they are in need, and for any question concerning any aspect of teaching. Doesn't that sound like professional development at its finest?

I can hear the moans out there. Yes, this is another lengthy tome on professional development. (I can't be accused of not writing on a consistent theme.) Of course, it only makes sense. As the, ahem ... president of the Technology Educators Special Interest Council, it is my duty to promote, and try and bring PD to the technology educators of this province, and anyone interested in technology related things.

The more I thought about this possibility, the more excited I became because, we (the TESIC) had just carried out such an activity. Well, similar. Our SIC recently ran two days of online PD for the membership, using Elluminate Live as our delivery medium, and using the expertise found in this fine province to do the delivery! For two afternoons our members had the opportunity to log in, for free, and listen to four experts discuss and answer their questions about topics that *they*, the membership, had indicated were important to them. Lego Robotics, Flash Animation, Making MLO's using Captivate, and Microsoft Server 2003 were the topics of choice, but in reality, they could have been on virtually (no pun intended) any topic of choice. Pedagogy, strategies for technology implementation, you name it. All that was required was the asking.

By all accounts it was a success. Given the lateness of the year, the turnouts were a touch lower than expected, but they came. And TESIC is going to do it again, and again, and again. As long as our membership keeps requesting the events, we will provide the place, time, and the personnel. The membership didn't have to leave the comfort of their chair, they didn't have to travel, and it didn't *cost* a cent (except of course the $15 for the TESIC membership). No leave time, no hotels, and no expenses. *We* brought the *event* to *them*. All they had to have was the time, the inclination, a computer, and a headset or set of speakers.

Now, let's return to my musings from a few paragraphs ago. Why isn't it possible to provide the *same* type of access to every teacher in the province? Only, let's make it immediate, every day access. You see, I don't think that PD has to be about day or even hour long training sessions. If we are learning, even if it is in the guise of solving a problem, are we not getting PD? Just in Time PD (JITPD). What a concept!

With the wealth of experts that we have across the province, in *all* dimensions of teaching, why can't we make it possible to allow teachers the opportunity to log in to a site, click a button, and at any time of the day, have a question answered, or a problem solved? *Radical*! In my mind, it is possible; we simply need the will and the determination to form the network and support one another across the miles. We can compile a list of people who are "experts" and who are willing to be available during the day, even for 15 minutes, or even to accept an e-mail with the promise of a speedy reply. We have the Virtual Teacher Centre. We have Skype. We have e-mail. We have the Centre for Distance Learning and Innovation. We have the means of putting everyone in contact. It *could* work! Can you imagine the possibilities? I certainly can! "Bobby", in the absence of "Mr. NNIIIPPPPAAARRRDD!!!", could log in, access an expert and have his trouble fixed in no time. It is doable. It is "Just in Time" professional development.

This fall, the TESIC will be holding more online sessions, using experts to deliver information and training to our membership. I think that this is the start of something *big*, possibly the catalyst for JITPD! If you are interested in becoming part of this movement, contact myself or any member of the TESIC for membership information. The $15 will ensure that you have a voice in the selection of the topics being entertained for presentation.

And remember, technology is *not* computers; it is "human innovation in action". We can *all* be innovative in finding solutions to our needs! This definition is inclusive and crosses all subject areas. Join the movement. You have everything to gain!

For more information on TESIC, contact www.cdli.ca/tesic.

Eric Nippard is President of the Technology Educators Special Interest Council (TESIC).

NEWFOUNDLAND AND LABRADOR COUNSELLORS' AND PSYCHOLOGISTS' ASSOCIATION (NLCPA) ANNUAL FALL CONFERENCE AND AGM

October 18-20, 2006

Battery Hotel, St. John's. A block of rooms have been reserved for the conference (Tel: 1-800-563-8181). Full conference sessions and concurrent sessions will be offered. Wednesday evening: Registration/ Meet & Greet. Thursday Workshop: Gary Direnfeld, *The Effects of Children Witnessing Domestic Violence and Implications for Counsellors Working With Them* (www.yoursocialworker.com). Thursday evening: Hon. Joan Burke and other invited guests – Open Forum to address issues in counselling and school psychology. Friday Workshop: Gerry Dooley, *Self-Mutilation* (www.gerrydooley.com). Concurrent sessions also scheduled for Friday.

For further information contact Tom George, Vice President NLCPA: Tel: 709-643-9525 ext 12; tom.george@wnlsd.ca.

NATIONAL TECHNOLOGY WEEK

October 30 - November 4, 2006

The Canadian Council of Technicians & Technologists along with the National Council Deans of Technology invite you to take part in National Technology Week 2006. Visit www.nationaltechnologyweek.ca for information on a national design contest, resources for teachers, career profiles and Technology Week activities.

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McGill University, Montreal, QC. For information contact Donna Wilkinson, Program Assistant, Centre for Educational Leadership, Faculty of Education, 3700 McTavish, Montreal, QC, H3A 1Y2, Tel: 514-398-6961, Fax: 514-398-7436, donna.wilkinson@mcgill.ca, www.mcgill.ca/edu-integrated/cel/profdev/seminars.

ARTS WORK II CONFERENCE

May 2007

Corner Brook. A two-day provincial arts in education conference for teachers (K-12). Watch for more details in future issues of *The Bulletin*. Contact donnamills@gov.nl.ca.

SCHOOL ADMINISTRATORS' COUNCIL CONFERENCE

May 23-25, 2007

Terra Nova Golf Resort. Theme: *Instructional Leadership … and Other Duties as Assigned*. Contact: Rick Thorne, Random Island Academy, Tel: 709-547-2379 (s), Fax: 709-547-2549, richardthorne@esdnl.ca.

Dates to Remember

October 2006

Oct 12-13	Pre-Retirement Seminar, Gander
Oct 19	**Deadline:** PD Fund applications
Oct 19-20	Pre-Retirement Seminar, Stephenville
Oct 20-21	School Rep Seminar, St. John's
Oct 26-27	Pre-Retirement Seminar, Grand Falls-Windsor
Oct 27-28	School Rep Seminars, Grand Falls-Windsor and Corner Brook

November 2006

Nov 2-3	Pre-Retirement Seminar, St. John's
Nov 7	**Deadline:** Project Overseas Applications
Nov 9-10	Pre-Retirement Seminar, Corner Brook
Nov 15	**Department Deadline:** Teacher Exchange applications to Australia, Britain and USA.
Nov 23	NLTA Executive Meeting
Nov 24-25	Joint Council Meeting
Nov 30	Pre-Retirement Seminar, St. John's

December 2006

Dec 1	Pre-Retirement Seminar, St. John's
Dec 6	**Deadline:** Nominations for offices of President and Vice-President must be postmarked by this date for inclusion in Convention issue of *The Bulletin*
Dec 7-8	Pre-Retirement Seminar, St. John's
Dec 15	**Department Deadline:** Teacher Exchange applications to Ontario

Call for Submissions

On August 15th, the Minister of Education, the Honorable Joan Burke, M.H.A. for St. George's-Stephenville East District, announced the creation of **The Commission to Review Teacher Allocations**. Brian Shortall, former Avalon East School Board CEO and CEO/Executive Director of the Newfoundland and Labrador School Boards Association, was appointed Commissioner and Noreen Greene-Fraize, retired teacher and music specialist, was appointed Vice-Commissioner. The mandate of this Commission is to review the current teacher allocation model. The Commission will begin preliminary consultations in October. The final report is to be delivered in late December.

The Commission is requesting submissions and papers on the topic of teacher allocations. **The deadline for these submissions is October 30th, 2006**. The Commission will maintain a collaborative relationship with all key stakeholders, most importantly with the educators of Newfoundland and Labrador. Further to this, we are encouraging all teachers to participate in this process, to ensure the consultation captures the broadest possible range of perspectives.

The Commission will take a transparent approach to this consultation, and submissions will be posted electronically to our website: www.gov.nl.ca/edu/tac, faxed to our office at 709-729-7151 or mailed to us at:

Teacher Allocation Commission
P.O. Box 8700
3rd Floor, Arts & Culture Centre
St. John's, NL A1B 4J6

THE COMMISSION WILL BE GRATEFUL FOR ALL IDEAS AND SUGGESTIONS.